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ABSTRACT

The purpose of this study was to gather information from graduates in elementary education of the past ten years and to evaluate statistically the significance of this information. The limited number of followup studies in the area were reviewed as a first step, after which a four-page questionnaire was sent to as many of the 699 graduates from the period 1959 to 1969 as could be found. In analyzing the data, chi square analyses were used to determine if there were significant differences among observed and expected frequencies in the graduates' evaluation of their courses; simple frequencies were used for the remainder of the data. The findings showed no significant differences among observed and expected frequencies between the specified year divisions in 13 of the 116 topics. Other indications were that there is a definite trend toward continuing education after graduating; that 68 percent of the respondents still live in Kentucky; and that 71 percent continue to teach. The author feels that it is significant that approximately 56 percent of those responding to the relevant question did not suggest any courses that should or could be eliminated from the program. An appendix contains the questionnaire and covering letter; followup postcard, and the code used in preparing punch cards. (MBM)

ED 044353

NAME OF STUDENT: BARBARA C. BRIGGS

TITLE OF STUDY: ELEMENTARY EDUCATION

GRADUATE FOLLOW-UP STUDY 1959-1969

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TABLE OF CONTENTS

Chapter		Page
I.	INTRODUCTION	1
	General Statement of the Purpose	1
	Need for the Study	1
	Basic Assumptions	2
	Hypotheses	2
II.	REVIEW OF THE LITERATURE	3
III.	METHODS	10
	Description of Subjects	10
	Description of Measures Employed	10
	Research Design and Procedures	13
IV.	FINDINGS	15
	Analysis Techniques	15
	Description of Findings Pertinent to Each Hypothesis	15
	Other Findings	21
V.	CONCLUSIONS	43
	Conclusions Pertinent to Null Hypotheses	43
	Conclusions Pertinent to Other Findings	43
	BIBLIOGRAPHY	48
	APPENDIX	50

INTRODUCTION

a. General Statement of the Purpose

The major purpose of the present study was to gather information from the graduates of elementary education during the past ten years and to statistically evaluate the significance of this information in relation to the following areas:

(1) Present geographical distribution of the University of Louisville graduates in elementary education from the School of Education (1959-1969).
(2) Marital status, number of children, and occupation of spouse.
(3) Education beyond baccalaureate degree.
(4) Present occupation of the respondent.
(5) Number of years taught and grades taught.
(6) Positions held other than teaching.
(7) Professional organizations--number of memberships and offices held.
(8) Ratings for General Education Course Work, Professional Education Experiences, and Student Teaching.
(9) Courses of most and least benefit.
(10) Courses that should or could have been eliminated.
(11) Enough elective courses.
(12) Undue overlapping or duplication of education courses.
(13) Experiences that would have better prepared respondent for the field.
(14) Major assets and weaknesses of the program at the University of Louisville.
(15) Suggestions for improving weaknesses.
(16) Number of courses in reading education and value of such courses.
(17) Regard for teaching as a career.

b. Need for the study

A very limited number of follow-up studies on graduates from elementary education have been completed. No identical study was located in reviewing relevant research and literature. No such study has ever been done at the University of Louisville in the School of Education. Since students in elementary education have been graduating for over a decade, such a survey should be valuable for evaluating and improving the program.

c. Basic Assumptions

In a follow-up study of this nature, an organization would be irresponsible to emphasize its merits or to minimize its deficiencies. A school would only shirk its responsibilities if it rested on the merits of its strengths or assumed that deficiencies would be corrected automatically without appointed action. Therefore, the following tenets were considered necessary in undertaking this follow-up study: (1) outstanding performances would be praised, and (2) inadequacies would be pointed out.

The writer also established that at least forty per cent of the questionnaires would have to be returned in order for the study to be considered valid. This per cent would take into account that many questionnaires would not reach the respondents due to insufficient mailing addresses, deaths, etc. A total of 216 questionnaires were actually returned; this is approximately 31 per cent of the total that was initially mailed. However, when the number not reaching respondents as well as the number of deaths are taken into account, the return percentage is approximately 42 per cent.

d. Null Hypotheses

There will be no significant differences among observed and expected frequencies between the year divisions (69-67, 66-63, and 62-59) of the topics listed under the following general headings on page two of the questionnaire: General Education Course Work; Professional Education Experiences; and Student Teaching.

Other findings will be reported; most findings were obtained within one of the three following year divisions: 1959-1962; 1963-1966; and 1967-1969.

REVIEW OF THE LITERATURE

A questionnaire survey of courses and basic textbooks used in the professional education offerings of 248 NCATE-accredited institutions in forty-six states was made by Betty Humphrey.[1] The findings were numerous: Of the 248 institutions surveyed, 141 require work in educational psychology of all teacher candidates. A course in human growth and development was a requirement in 47 colleges, and one in human development was required in 29 institutions. There were 49 different listings for the basic textbooks for educational psychology. Courses relating to societal foundations of education were required in 197 of the institutions. An introductory course in education was required of all students in 75 of the 248 colleges. A number of institutions required courses in either introductory education or foundations of education, plus a course in philosophy of education. However, some required history of education rather than philosophy of education. At some institutions, history and philosophy of education (as a combined course) was sometimes coupled with a required course in introductory education or principles of education.

Whiteley examines the relationship between accredited teacher education programs and professionalism. This study was reported and completed in Arizona. Out of 1200 teachers who were chosen for the study, 686 were graduated from accredited teacher education programs. The results showed that teachers graduated from accredited teacher education programs entered the profession without much delay, remained longer in the profession after graduation, and changed positions less often while they were in the

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[1]Betty J. Humphry, "A Survey of Professional Education Offerings in NCATE-Accredited Institutions," The Journal of Teacher Education (Washington, D. C.: National Commission on Teacher Education and Professional Standards, 1963), p. 406.

profession.[2] Whiteley cites the need for more research as a tool for further examination on the issue of accreditation.

The results of a questionnaire survey of the attitudes toward education courses held by 108 of the 175 graduates of the school of education of an eastern university are reported by Ralph Preston.[3] The graduates were recipients of baccalaureate, masters' and doctoral degrees. The graduates were asked to rate both education and academic courses on a five-point scale with respect to nine individual attributes. These attributes included the following: undesirable content repetition, thin or inadequate content, overemphasis on teaching techniques, overemphasis on theory, unsuitable organization of content, uninspiring and dull instructors, shallow and superficial courses, too much lecturing, and too much discussion. Academic courses found a higher rating than education courses on eight items and a significantly higher rating on six items. With only two exceptions, the ratings of education courses were more variable in that there was a tendency for the education courses to elicit a larger number of extreme scores at the lower end of the scale. However, most respondents felt that they needed the education courses in order to teach: 82 per cent answered yes to a question regarding the necessity of the courses, while 12 per cent answered no and six per cent were undecided. The implication of these results, according to Preston, was the need for students to gain more experience in analyzing the theory of alternatives in classroom interaction with children.

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[2]Thomas Whiteley, "Are Accredited Teacher Education Programs Worthwhile?" California Journal of Educational Research (Sacramento: State Department of Education, 1964), p. 94.

[3]Ralph C. Preston, "Education Graduates View Education and Academic Courses," School and Society (New York: Science Press, 1964), p. 233.

Dropkin and Taylor analyzed the responses of 78 beginning elementary school teachers to a questionnaire designed to assess the degree of difficulty a beginning teacher experiences in certain areas of teaching activity.[4] These difficulties were also analyzed in terms of urban-suburban teaching differences and their relationship to student cognitive ability as measured by the American Council on Educational Psychological Examination and the teacher's grade-point average in professional courses. Problems in descending order of difficulty were discipline, relations with parents, methods of teaching, evaluation, planning, materials and resources, and classroom routines. Discipline, planning, materials and resources, and classroom routines showed a significant negative relationship to grade-point average. Materials and resources had a significant negative relationship to American Council on Educational Psychological scores.

William Cartwright worked with Dr. Conant in developing The Education of American Teachers. The basic findings and recommendations are as follows: (1) To date, very little certain knowledge exists with which to justify many universal requirements in the preparation of teachers; (2) Much research is needed which will take considerable time; (3) A great deal of testing and improving must be done to increase teaching abilities; (4) Presently, there is no justification for a "wide-spread, uniform trial"; (5) The state should require for initial certification only that the candidate hold a bachelor's degree from a legitimate institution; (6) Organized professions should encourage, rather than mandate, the preparation of teachers and give recognition to good practices; (7) Institutions of

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[4]Stanley Dropkin and Marvin Taylor, "Perceived Problems of Beginning Teachers and Related Factors," The Journal of Teacher Education (Washington, D. C.: National Commission on Teacher Education and Professional Standards, 1963), p. 384.

teacher education, in cooperation with school systems, should have the major responsibility for preparation and certification of teachers; and (8) The schools should "have a direct responsibility to participate in the pre-service education of teachers, to employ and assign teachers with quality teaching in view, to provide for the gradual induction of beginning teachers in the profession, and to provide the inservice teacher education peculiar to their communities and curricula."[5]

Research by Caswell exemplifies the current programs for the preparation of teachers are extremely diverse. The one element in teacher preparation that tends to be universal is the student teaching requirement, but even this phase is diverse due to vast differences in length of time devoted to student teaching, the kind of responsibility taken by the student, and the quality and amount of faculty guidance. Four major current trends and issues in teacher education were considered.[6] They include the following:

(1) Teacher education is receiving increased attention, and stress is being placed on the competence of the teachers who give instructions as the most important single factor in determining the quality of education.
(2) Whether the accreditation of the institution should be delegated to a local, regional, or national agency may prove one of the major issues of the decade.
(3) A broad general education for the student preparing to become a teacher is emphasized.
(4) The professional educators need to stress content in education--to deepen their scholarship, to examine with much more rigor the kind of preparation that contributes to superior teaching competence, and to organize and systematize the professional offering through a series of coordinated broadscale experimental studies.

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[5]William H. Cartwright, "Improving the Preparation of Teachers," Education Forum (Menasha: The Executive Council of Kappa Delta Pi, 1964), p. 187.

[6]Hollis L. Caswell, "The Education of Teachers in the Sixties," Childhood Education (Baltimore: William and Wilkins, Inc., 1964), p. 447.

In another study, Robb notes the improvement of teacher education within the past ten years. He states that there has not been much professional work but that all of the professional work that has been done has not necessarily been of the right kind. He cites the repetitious nature of many courses as an example of poor practice. He feels that teachers especially need special study in the area of human growth and development with definite emphasis on individual differences. According to Robb, this could be strengthened by daily supervised experiences with children. Too, he stresses the need for the ability to pick out career teachers since many of the individuals who are prepared actually never teach. He urges improved relations between colleges and related schools.[7]

Howell reports the results of a questionnaire distributed to each school superintendent in the state of Virginia.[8] There were three parts to each form: one for the superintendent, one for a teacher who had had student teaching, and one for a teacher who had entered teaching without laboratory experiences. Out of 124 superintendents, 60 responded. Both superintendents and teachers agreed that student teaching made the first year of teaching less difficult. Sixty per cent of the superintendents believed that there was no advantage in the "block approach" to student teaching assignments when compared to part-time assignments. Ninety per cent of the teachers gave the "block approach" their approval. Howell recommends that teachers with student teaching receive additional pay during their first year of teaching.

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[7]Felix C. Robb, "The Professional Content of Teacher Education," Liberal Education (Lancaster: Association of American Colleges, 1965), p. 37.

[8]Joe A. Howell, "Student Teaching--Is It Helpful?" Virginia Journal of Education (Richmond: Virginia Educational Association, 1965), p. 15.

Chase, in his study, discusses the improvement and selection of prospective teachers. He feels that a good program of teacher education would not replace liberal arts but would represent an extension of it. Through improved programs, teachers can be provided with many different teaching approaches. Chase states that a good program consists of a blend of content and method courses followed by a teaching internship.[9] This type of a program requires adequate faculties in which "creative scholars" prepare teachers in the subject matter areas.

Cartwright reports major current trends in teacher education:[10]

(1) Increase in number of educated teachers.
(2) Increase in the extent of education, especially for elementary teachers.
(3) Less emphasis on methodology and more on the practical aspects of professional education.
(4) The widespread concern for teacher education evidenced by activity of state advisory councils on teacher education.
(5) Narrowing the gap between academic scholars and professional educators.
(6) Placing greater responsibility for the education of teachers on the institutions which prepare them.
(7) Acceptance of the duty for in-service education of teachers by the school system which employ them.

Beard presents an analysis of questionnaire responses regarding required student teaching and other professional laboratory experiences for experienced elementary school teachers. Forty-three experts representing 29 institutions gave their opinions on (1) requiring student teaching for experienced teachers, (2) substituting teaching experiences in lieu of student teaching, and (3) adapting student teaching to the needs of experienced teachers. The results showed that these experts do not believe that

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[9]Francis Chase, "Teacher Education for the Next Decades," School and Society (New York: Science Press, 1964), p. 140.

[10]William H. Cartwright, "Current Trends in Teacher Education," Educational Forum (Menasha: The Executive Council of Kappa Delta Pi, 1960), p. 261

traditional student teaching programs designed for the inexperienced teacher-trainee meet the needs of experienced teachers; Beard suggests that greater emphasis be given to programs adapted to the teacher's background and experience.[11]

Rhodes and Packman discuss the results of a study undertaken to discover the items which 34 school administrators employing graduates of Los Angeles State College believe to be of most value to them in written evaluations regarding student teachers. (1) All items under "Personal Qualities" were held important, especially "Emotional Poise," "Health and Vitality," "Courtesy and Tact." (2) Three items judged to be most important under "Professional Competencies" were "Ability to Plan and Motivate Lessons," "Knowledge of Basic Skills," and "Development of Pupil Morale." In response to the question, "What would you like to know about teacher candidates?" 44 per cent said, "Emotionally Mature and Well-Adjusted Personality," "Alert and Enthusiastic"; 37 per cent said, "Professional Competence."[12]

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[11]Jess R. Beard, "Student Teaching for Experienced Teachers?" The Journal of Teacher Education (Washington, D. C.: National Commission on Teacher Education and Professional Standards, 1959), p. 475.

[12]Fred G. Rhodes and Dorothy R. Packman, "Evaluations of Beginning Teachers: Pointers and Opinions," The Journal of Teacher Education (Washington, D. C.: National Commission on Teacher Education and Professional Standards, 1960), p. 55.

METHODS

a. Description of subjects

The subjects for the present study included approximately 699 graduates from the University of Louisville, Louisville, Kentucky. These graduates received either a B.A. or B.S. in Education during the ten-year period from 1959 to 1969. The majority of subjects were women in spite of the fact that there is an extreme need for more men in the area of elementary education. All graduates during this ten-year period were represented in the total 699. Therefore, it was not necessary to use a table of random numbers or a comparable means of randomization since the entire population was being included.

Addresses for these 699 subjects were not easily obtainable. There were numerous name changes resulting from marriage as well as endless address changes from former school addresses to various parts of the United States as well as abroad. There were also several deaths represented in the 699 subjects. Many subjects were impossible to locate and, therefore, did not ever have an opportunity to complete the questionnaire. The best source for locating the names of such graduates was from the graduation records obtainable from the registrar's office while the most up-to-date addresses for the subjects were obtainable from the alumni office records. Such a list of correct graduates and addresses can be most valuable in the future for uses such as forming an alumni group for the School of Education.

b. Description of measures employed

A four-page questionnaire accompanied by a cover letter from the Dean of the School of Education was sent to each of the subjects. The letter conveyed that the purpose of the questionnaire was to enable the School of Education to improve its programs and services. It further

explained to the respondent that he had been selected because he was a graduate in elementary education during the past ten years and was, therefore, in the best position to give relevant information. The motivation was described as follows: (1) to know graduates better and thus better meet their needs, and (2) to keep in touch with them.

The first page of the questionnaire asked for personal data. This had a twofold purpose: (1) to initiate rapport with the subject by showing sincere interest in him and (2) to obtain data regarding what the subject is presently doing as well as information about what he has been doing since his graduation from the University of Louisville. Since it is extremely difficult to maintain rapport in mail questionnaires, the first page was designed with the thought of assuring the subject that he as well as his point of view were vital to the study. "Each question and its response will affect, to some extent, the respondent's motivation to go on answering questions and to give of his best."[13] Essentially, the questionnaire not only had to be attractive but also presented in such a fashion so as to encourage the subject to tackle a four-page questionnaire. Each question had to be considered individually as far as placement and wording were concerned. The thought was kept in mind that a question that strikes the subject as rude or inconsiderate may affect his reply to that particular question as well as to his attitude to the next few questions and to the survey as a whole.

The first as well as the second page required little time to answer since they were designed for extremely short answers. In most

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[13]Abraham N. Oppenheim, Questionnaire Design and Attitude Measurement (New York: Basic Books, Inc., 1966), p. 65.

cases on the first two pages of the questionnaire, the subject had only to record a single letter or a word in order to complete his answer. Consideration was given to the length of the questionnaire. Energy was spent on trying to design it in such a way so as to require as little effort and time as possible on the part of the subject. However, the length of the questionnaire was not questioned after reviewed research showed that length seems to depend on personal involvement. "The more interested people are in the subject of the questionnaire, the more they are likely to fill in and return even quite lengthy questionnaires."[14] Terms were defined so as to limit confusion and aid in clarification regarding what was meant by such terms as "good" or "superior." Consistency was also maintained as much as possible in order to make instructions as well as answers clear and meaningful for the study. Pages three and four were designed for short answers that would allow for comments by the subject. This section was essential for obtaining suggestions and encouraging new ideas that might be valuable. Although pages three and four would take longer for the subject to answer, the questionnaire was designed with the thought that the subjects would be willing to share some of their ideas and opinions. Pages three and four would, therefore, be more difficult to analyze as well as more time consuming for all concerned.

A mail questionnaire was chosen since contacting and interviewing approximately 699 people would have been impossible. Many of the subjects are presently residing as far away as Hawaii so face-to-face interviews would have been most impractical even though this type of questionnaire is

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[14]Ibid., p. 35.

less flexible than a face-to-face interview. Interview bias was somewhat eliminated by using the mail questionnaire. However, mail questionnaires usually produce very poor response rates. Since a response of at least forty per cent was needed for the study, a follow-up was made four weeks after the initial questionnaire to those subjects that had not returned a completed questionnaire. This was accomplished with a post card designed to make the subjects feel important and needed as far as the study was concerned. Too, if a subject's questionnaire had been misplaced, another was easily obtainable.

Since research has demonstrated that there seems to be no foundation for the belief that questionnaires that reach respondents over the week-end are more likely to be answered, the questionnaires were mailed only according to convenience.[15] Oppenheim also points out that the color of the paper on which the questionnaire is printed does not affect the response rate. White paper was used simply because it was conveniently available. In spite of the research showing that small sums of money enclosed with the initial questionnaire can be effective, money was not included because of financial reasons. Research also generally showed that stamped, addressed return envelopes produce a higher response rate than business reply envelopes.[16] Therefore, a stamped, addressed return envelope was provided for each subject in the initial mailing of the questionnaire.

c. Research design and procedures

"A survey is a form of planned collection of data for the purpose of description or prediction as a guide to action or for the purpose of

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[15]Ibid.

[16]Ibid.

analyzing the relationship between certain variables."[17] Surveys are usually conducted on a fairly large scale. Questionnaires can be used for the purpose of gathering data. Other methods that may be used are interviews, attitude scales, and projective techniques.

Most studies last from a few months to many years. The present study took approximately six months. The survey entailed the following stages:

(1) Deciding the aims of the study and the hypotheses to be investigated.
(2) Reviewing the relevant literature; discussions with numerous informants and interested parties.
(3) Designing the study and making hypotheses specific.
(4) Designing or adapting the necessary research methods and techniques; pilot work and revision of the research instrument.
(5) Selection of the population to be included in the study.
(6) The field stage--data collection and returns.
(7) Processing the data, coding the responses, and preparing punch cards.
(8) The statistical analysis.
(9) Assembling the results and testing hypotheses.
(10) Writing up the results; relating the findings to other research; drawing conclusions and interpretations.

Since a survey is an operation of much complexity, a good plan or over-all design must essentially exist. The writer has, therefore, followed as closely as possible the above stages in completing the survey.

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[17]Ibid., p. 1.

FINDINGS

a. Analysis techniques

Simple frequencies were used for most of the data collected from the questionnaires. However, chi squares were used with page two of the questionnaire in order to determine if there were significant differences among observed and expected frequencies in the following year divisions: 1969-1967, 1966-1963, and 1962-1959.

"The x^2 test yields a value which is produced by the disparity in each of the data categories or cells between expected and observed frequencies. If the sample distribution were perfectly normal, there would be no difference in any category between expected and observed frequencies and the resulting value of x^2 would be zero. The greater the disparity between the observed and the expected frequencies the larger x^2 becomes."[18] The final value is interpreted for significance from a set of x^2 curves. Each x^2 is interpreted according to the number of degrees of freedom.[19]

The basic computational equation for chi square was employed:[20]

$$x^2 = \sum \frac{(\text{Observed frequencies} - \text{Expected frequencies})^2}{\text{Expected frequencies}}$$

The .05 level of significance was used in rejecting the null hypotheses.

b. Description of findings pertinent to each hypothesis

Using the .05 level of significance, a chi square of 12.6 was needed in order to reject the null hypotheses.

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[18]W. James Popham, Educational Statistics (New York: Harper and Row, Publishers, 1967), p. 278.

[19]Ibid.

[20]Ibid., p. 292.

Each topic will be listed along with the findings used to reject the null hypothesis. Other pertinent findings will also be listed in relation to the individual topic. The following code was used in rating each topic: A--Superior (100-80%); B--Good (80-60%); C--Average (60-40%); and D/F--Questionable/Unsatisfactory (40-0%).

Area: General Education Course Work

Topic: General clearness of major objectives
Chi square: 16.56, df--6, error code--0 $p < .05$

Year	A	B	C	D/F
69-67	6	39	20	5
66-63	10	33	18	4
62-59	10	40	12	19

Topic: General agreement between objectives and assignments
Chi square: 10.95, df--6, error code--0 p - n.s.

Year	A	B	C	D/F
69-67	9	32	23	6
66-63	7	31	22	5
62-59	7	36	19	19

Topic: Clear organization of class presentations
Chi square: 16.53, df--6, error code--0 $p < .05$

Year	A	B	C	D/F
69-67	10	36	21	3
66-63	9	34	19	3
62-59	10	36	17	18

Topic: Clear explanations of important ideas
Chi square: 18.25, df--6, error code--0 $p < .01$

Year	A	B	C	D/F
69-67	15	32	18	5
66-63	9	29	23	4
62-59	7	43	14	17

Topic: Instructors' encouragement for you to seek help when necessary
Chi square: 4.97, df--6, error code--0 p - n.s.

Year	A	B	C	D/F
69-67	18	26	17	9
66-63	19	18	15	13
62-59	20	23	17	21

Topic: Usage of class time for instruction purposes
Chi square: 15.88, df--6, error code--0 $p < .05$

Year	A	B	C	D/F
69-67	8	39	14	9
66-63	17	32	12	4
62-59	20	33	9	19

Topic: Instructors' regard for viewpoints different from his own
Chi square: 11.63, df--6, error code--0 p - n.s.

Year	A	B	C	D/F
69-67	10	34	19	7
66-63	11	27	19	8
62-59	15	25	19	22

Topic: Stimulation of classes
Chi square: 7.99, df--6, error code--0 p - n.s.

Year	A	B	C	D/F
69-67	2	33	26	9
66-63	6	25	25	9
62-59	5	33	23	20

Topic: Fairness of class grades
Chi square: 13.11, df--6, error code--0 $p < .05$

Year	A	B	C	D/F
69-67	11	37	18	4
66-63	15	30	15	5
62-59	13	36	14	18

Topic: Agreement between course titles and actual course content
Chi square: 5.62, df--6, error code--0 p - n.s.

Year	A	B	C	D/F
69-67	11	33	15	11
66-63	12	27	18	8
62-59	12	37	13	19

Topic: Relevance for classroom teachers
Chi square: 10.19, df--6, error code--0 p - n.s.

Year	A	B	C	D/F
69-67	5	25	25	15
66-63	11	22	20	12
62-59	9	27	17	28

Area: Professional Educational Experiences

Topic: Opportunity for practical experience
Chi square: 17.55, df--6, error code--0 $p < .01$

Year	A	B	C	D/F
69-67	20	28	13	9
66-63	18	20	18	9
62-59	12	23	18	28

Topic: Organization of program (smooth sequence of courses)
Chi square: 12.76, df--6, error code--0 $p < .05$

Year	A	B	C	D/F
69-67	8	33	20	9
66-63	15	27	17	6
62-59	13	23	25	20

Topic: Quality of instruction
Chi square: 11.29, df--6, error code--0 p - n.s.

Year	A	B	C	D/F
69-67	12	33	19	6
66-63	17	34	10	4
62-59	16	34	15	16

Topic: Appropriateness of curriculum (subject matter)
Chi square: 12.37, df--6, error code--0 p - n.s.

Year	A	B	C	D/F
69-67	8	26	23	13
66-63	14	30	16	5
62-59	11	28	20	22

Topic: Effectiveness of lectures
Chi square: 18.48, df--6, error code--0 $p < .01$

Year	A	B	C	D/F
69-67	6	21	33	10
66-63	7	37	14	7
62-59	11	26	26	18

Topic: Effectiveness of class discussions
Chi square: 14.02, df--6, error code--0 $p < .05$

Year	A	B	C	D/F
69-67	11	26	26	7
66-63	10	35	13	7
62-59	12	28	21	20

Topic: Opportunity for small group discussions
Chi square: 6.08, df--6, error code--0 p - n.s.

Year	A	B	C	D/F
69-67	5	21	29	15
66-63	6	22	25	12
62-59	11	23	23	24

Topic: Experience in various types of planning
Chi square: 5.60, df--6, error code--0 p - n.s.

Year	A	B	C	D/F
69-67	7	30	20	13
66-63	7	20	21	17
62-59	5	24	28	24

Topic: Experience in record keeping
Chi square: 12.21, df--6, error code--0 p - n.s. .

Year	A	B	C	D/F
69-67	3	21	24	22
66-63	4	10	17	34
62-59	3	12	21	45

Topic: Laboratory experiences (observation semester)
Chi square: 17.05, df--6, error code--0 $p < .01$

Year	A	B	C	D/F
69-67	15	24	12	19
66-63	22	16	10	17
62-59	12	15	14	40

Topic: Quality of advisement for course work
Chi square: 19.15, df--6, error code--0 $p < .01$

Year	A	B	C	D/F
69-67	17	29	13	11
66-63	24	16	16	9
62-59	14	27	12	28

Topic: Opportunity for personal counseling
Chi square: 12.13, df--6, error code--0 p - n.s.

Year	A	B	C	D/F
69-67	16	24	19	11
66-63	19	15	14	17
62-59	11	21	20	29

Topic: Quality of counseling received
Chi square: 9.44, df--6, error code--0 p- n.s.

Year	A	B	C	D/F
69-67	22	25	13	10
66-63	21	20	9	15
62-59	18	25	10	28

Area: Student Teaching

Topic: Overall value of student teaching
Chi square: 47.42, df--6, error code--0 $p < .001$

Year	A	B	C	D/F
69-67	40	20	5	5
66-63	32	16	7	10
62-59	19	17	3	42

Topic: Quality of supervision received from supervising teacher
Chi square: 43.29, df--6, error code--0 $p < .001$

Year	A	B	C	D/F
69-67	39	19	6	6
66-63	31	18	5	11
62-59	23	10	5	43

Topic: Quality of supervision received from university supervisor
Chi square: 56.92, df--6, error code--0 $p < .001$

Year	A	B	C	D/F
69-67	38	21	9	2
66-63	34	13	8	10
62-59	18	13	7	43

c. Other findings

The following findings will be reported by the frequency of occurence. Some personal inferences will be made on individual topics in relationship to the findings.

Topic: Questionnaire returned after or prior to follow-up

Year	After follow-up	Prior to follow-up
69-67	46	24
66-63	40	25
62-59	57	24

Since only 73 out of 216, approximately 34 per cent, returned the questionnaire prior to the follow-up, the writer strongly recommends that a follow-up be an essential part of any questionnaire survey. The follow-up used in this particular study was in the form of a post card. Refer to appendix.

Topic: Education--University of Louisville--baccalaureate degree

Year	No Answer	B.A.	B.S.
69-67	0	39	31
66-63	1	32	32
62-59	3	17	61

Of the 212 responding, four did not respond to this particular question; 88 or about 41 per cent received a B.A. in Education; and 124 or approximately 57 per cent received a B.S. in Education during the ten-year period.

Topic: Work beyond baccalaureate degree

Year	No Answer	Further Work	M.A.	M.Ed.	M.S.	Beyond Master's
69-67	0	24	2	1	1	0
66-63	0	20	11	4	4	1
62-59	2	21	9	13	3	1

	No Additional Work
69-67	41
66-63	25
62-59	32

Of the 216 questionnaires returned, a total of 98 reported that they had done no additional work beyond receiving their baccalaureate degree. This total represents approximately 45 per cent of the total number returned. However, of the 98 answering that they had done no additional work 41 were in the years 1967 through 1969. Since these graduates have only been out of school a short time by comparison, they would not be expected to have done as much additional work as earlier graduates.

Topic: Number of children

Year	No Answer	1	2	3	4	5	8	None
69-67	4	11	9	2	4	1	0	39
66-63	0	13	25	8	3	1	0	15
62-59	3	16	32	12	6	3	1	8

Topic: Education of Spouse

Year	No Answer	1	2	3	4	5
69-67	1	1	6	31	16	15
66-63	0	0	12	26	21	6
62-59	2	2	17	30	21	9

1--less than or equal to 11 years
2--12 years or high school
3--13-16 years
4--more than 16 years
5--no spouse

Topic: Socioeconomic status

Year	No Answer	1	2	3	4	5	6	7	8	9
69-67	17	35	5	2	3	1	5	0	0	2
66-63	8	32	6	8	5	1	3	0	0	2
62-59	9	40	6	5	2	5	10	2	0	2

1--professional
2--managerial
3--clerical and sales
4--service occupations
5--agricultural occupations
6--skilled occupations
7--semiskilled
8--unskilled
9--unemployed

Of the 216 questionnaires returned, a total of 107 reported that the occupation of their spouse would be considered professional. This represents approximately 49 per cent of total returned questionnaires. Approximately three per cent reported that their spouse was unemployed; this per cent represented a total of six respondents.

Topic: Present location by state

Year	No Answer	1	2	3	4	5	6	7	8	9	10	11	12
69-67	0	49	7	0	1	0	0	0	0	1	2	2	1
66-63	0	41	10	1	2	0	0	0	2	0	0	1	1
62-59	1	57	10	3	0	1	2	2	1	0	0	1	0

	13	14	15	16	17	18	19	20	21
69-67	1	0	1	1	0	0	0	1	3
66-63	1	1	0	0	1	1	1	0	2
62-59	0	1	1	0	0	1	0	0	0

1--Kentucky
2--Indiana
3--Illinois
4--Ohio
5--Arkansas
6--Delaware
7--Florida
8--Georgia
9--Louisiana
10--Michigan
11--Missouri
12--New Mexico
13--New York
14--North Carolina
15--South Carolina
16--Pennsylvania
17--Texas
18--Washington, D.C.
19--Virginia
20--West Virginia
21--Other

Out of the 216 questionnaires returned, a total of 147 are still residing in the state of Kentucky; this represents about 68 per cent of total returned. Another 12 per cent are presently residing in the state of Indiana.

Topic: Occupation

Year	No Answer	1	2	3	4	5	6	7	8	9
69-67	0	52	1	0	2	1	1	7	3	3
66-63	1	31	2	0	1	1	0	21	2	6
62-59	0	46	4	1	0	0	1	18	5	6

1--Elementary Teacher
2--Elementary Counselor
3--Elementary Librarian
4--Kindergarten Teacher
5--Special Education Teacher
6--Social Work
7--Housewife
8--Substitute Teacher
9--Other

Of the 215 responding to this particular question, 129 reported that their occupation was that of an elementary teacher; this represents about 60 per cent of the total replying. Another 21 per cent responded that they are housewives.

Topic: Teach immediately after college

Year	No Answer	Yes	No
69-67	1	63	6
66-63	0	60	5
62-59	0	75	6

Over 92 per cent of the 215 replying to the question taught immediately after graduation from college.

Topic: Years taught

Year	No Answer	1	2	3	4	5	6	7	8	9
69-67	0	23	23	13	4	2	0	0	3	2
66-63	0	3	4	10	16	10	6	5	9	2
62-59	1	7	4	1	3	5	5	1	53	1

1--less than two
2--less than three
3--less than four
4--less than five
5--less than six
6--less than seven
7--less than eight
8--more than or equal to eight
9--none

Topic: Grades taught

Year	1	2	3	4	5	6	7	8
69-67	16	17	19	3	0	2	12	1
66-63	7	12	11	2	1	2	28	2
62-59	6	15	18	12	1	0	28	1

1--kindergarten through 1
2--2nd through 3rd
3--4th through 6th
4--all elementary grades
5--junior high (7th-9th)
6--special education
7--other
8--none

Topic: Positions other than teaching

Year	No Answer	1	2	3	4	5	6	7
69-67	3	49	0	1	3	0	8	5
66-63	5	39	0	1	1	0	10	9
62-59	5	47	1	2	1	0	14	10

1--none
2--library work
3--social work
4--sales work
5--teacher's aide
6--office work
7--other

The total number responding to this particular question was 203; approximately 66 per cent of this total responded that they had had no position other than teaching.

Topic: Number of memberships in professional organizations

Years	No Answer	1	2	3	4	5	6	7	8	None
69-67	2	4	8	25	12	4	0	0	0	15
66-63	4	5	4	16	10	5	1	2	0	18
62-59	3	6	2	27	15	7	3	1	0	17

The total number responding to this question was 207; about 29 per cent of the total number responding answered that they belonged to no professional organizations. Approximately 33 per cent responded that they had memberships in three professional organizations; another 18 per cent responded that they had memberships in a total of four professional organizations.

Topic: Number of offices held in professional organizations

Year	No Answer	1	2	3	4	5	6	None
69-67	1	8	0	1	0	0	0	60
66-63	4	10	3	1	0	0	0	47
62-59	7	14	5	3	0	0	1	51

Of the 204 responding to this question, a total of 158 answered that they held no offices in professional organizations; this represents approximately 77 per cent of the total responding. Approximately 16 per cent responded that they held a total of one office in professional organizations.

Topic: Total number of courses listed as being of most benefit

Year	No Answer	1	2	3	4	5	6
69-67	3	6	39	20	1	1	0
66-63	2	10	33	18	1	1	0
62-59	15	10	40	12	2	0	2

Of the 196 responding, 102 listed a total of two courses to be of most benefit; this represented about 52 per cent of the total that responded. Another 25 per cent listed a total of three courses to be of most benefit.

Topic: Student teaching--listed as being of most benefit

Year	No Answer	Yes	No
69-67	3	36	30
66-63	11	24	30
62-59	13	10	58

Topic: Human Growth and Development--listed as being of most benefit

Year	No Answer	Yes	No
69-67	3	18	49
66-63	11	10	44
62-59	13	6	62

Topic: Children's Literature--listed as being of most benefit

Year	No Answer	Yes	No
69-67	3	15	52
66-63	11	14	40
62-59	13	22	46

Topic: Math--listed as being of most benefit

Year	No Answer	Yes	No
69-67	3	21	46
66-63	11	15	39
62-59	13	18	50

Topic: Science--listed as being of most benefit

Year	No Answer	Yes	No
69-67	3	17	50
66-63	11	7	47
62-59	13	19	49

Topic: Music--listed as being of most benefit

Year	No Answer	Yes	No
69-67	3	10	57
66-63	11	5	49
62-59	13	13	55

Topic: Art--listed as being of most benefit

Year	No Answer	Yes	No
69-67	3	18	48
66-63	11	6	48
62-59	13	16	52

Topic: Physical Education--listed as being of most benefit

Year	No Answer	Yes	No
69-67	3	3	64
66-63	11	3	51
62-59	13	3	65

Topic: Social Studies--listed as being of most benefit

Year	No Answer	Yes	No
69-67	4	1	65
66-63	11	1	53
62-59	13	11	57

Topic: Reading--listed as being of most benefit

Year	No Answer	Yes	No
69-67	4	12	54
66-63	11	28	26
62-59	13	24	44

Topic: Early Childhood--listed as being of most benefit

Year	No Answer	Yes	No
69-67	4	2	64
66-63	11	0	54
62-59	13	1	67

Topic: Special Education--listed as being of most benefit

Year	No Answer	Yes	No
69-67	4	2	64
66-63	11	4	50
62-59	13	2	66

Topic: Nutrition--listed as being of most benefit

Year	No Answer	Yes	No
69-67	3	0	65
66-63	11	1	54
62-59	13	4	63

Topic: Other--listed something other than already mentioned as being of most benefit

Year	No Answer	Yes	No
69-67	3	18	47
66-63	11	18	37
62-59	13	26	41

Topic: Total number of courses listed as being of least benefit

Year	No Answer	1	2	3	4	5	6	7
69-67	13	22	17	12	3	1	0	0
66-63	26	14	16	7	2	1	0	0
62-59	37	23	10	6	2	1	0	1

Of the 140 responding, 59 listed a total of one course to be of most benefit; this represented about 42 per cent of the total that responded. Another 31 per cent listed a total of two courses to be of least benefit.

Topic: Student teaching--listed as being of least benefit

Year	No Answer	Yes	No
69-67	13	0	55
66-63	26	1	39
62-59	36	0	44

Topic: Human Growth and Development--listed as being of least benefit

Year	No Answer	Yes	No
69-67	13	2	53
66-63	26	1	39
62-59	36	0	44

Topic: Children's Literature--listed as being of least benefit

Year	No Answer	Yes	No
69-67	13	8	47
66-63	26	3	37
62-59	36	2	42

Topic: Math--listed as being of least benefit

Year	No Answer	Yes	No
69-67	13	18	37
66-63	26	10	30
62-59	36	9	35

Topic: Science--listed as being of least benefit

Year	No Answer	Yes	No
69-67	14	3	51
66-63	26	12	28
62-59	36	4	40

Topic: Music--listed as being of least benefit

Year	No Answer	Yes	No
69-67	13	20	35
66-63	26	13	27
62-59	36	9	35

Topic: Art--listed as being of least benefit

Year	No Answer	Yes	No
69-67	13	6	49
66-63	26	8	32
62-59	36	3	41

Topic: Physical Education--listed as being of least benefit

Year	No Answer	Yes	No
69-67	13	1	54
66-63	26	5	35
62-59	36	5	39

Topic: Social Studies--listed as being of least benefit

Year	No Answer	Yes	No
69-67	13	2	53
66-63	26	2	38
62-59	36	5	39

Topic: Reading--listed as being of least benefit

Year	No Answer	Yes	No
69-67	13	23	32
66-63	26	3	37
62-59	36	9	35

Topic: Early Childhood--listed as being of least benefit

Year	No Answer	Yes	No
69-67	13	0	55
66-63	26	0	40
62-59	36	0	44

Topic: Special Education--listed as being of least benefit

Year	No Answer	Yes	No
69-67	13	1	54
66-63	26	1	39
62-59	36	0	44

Topic: Nutrition--listed as being of least benefit

Year	No Answer	Yes	No
69-67	13	8	47
66-63	26	6	34
62-59	36	3	41

Topic: Other--listed something other than already mentioned as being of least benefit

Year	No Answer	Yes	No
69-67	13	14	41
66-63	25	10	31
62-59	36	21	23

Topic: Courses that should or could be eliminated

Year	No Answer	Yes	No
69-67	29	19	20
66-63	29	13	24
62-59	42	15	23

Approximately 41 per cent of the total responding to this question felt that there were courses that could or should be eliminated from the program.

Topic: Total number suggested eliminating

Year	No Answer	1	2	3	4	None
69-67	31	14	3	2	0	18
66-63	34	4	9	0	0	19
62-59	44	7	4	1	1	23

There were only 107 responses to this question; approximately 56 per cent did not suggest any courses that should or could be eliminated from the program. Another 23 per cent suggested one course that should or could be eliminated; 15 per cent suggested a total of two courses.

Topic: Enough elective courses

Year	No Answer	Yes	No
69-67	0	49	19
66-63	4	41	21
62-59	7	51	22

There were 205 responses to this question out of the 216 returned questionnaires. Approximately 69 per cent felt that they had had enough elective courses in their program.

Topic: Undue overlapping in courses

Year	No Answer	Yes	No
69-67	7	21	40
66-63	6	21	39
62-59	14	27	39

Approximately 37 per cent of the total responding felt that there was undue overlapping in courses.

Topic: Total number of experiences that would have better prepared respondent for the field of teaching

Year	No Answer	1	2	3	4	5	6
69-67	11	36	15	4	1	1	0
66-63	13	26	18	7	0	1	1
62-59	32	29	10	3	5	1	0

Out of 216 returned questionnaires, a total of 160 responded to this particular question. Approximately 56 per cent of the total responding reported a total of one experience that would have better prepared the respondent for the field of teaching; another 27 per cent reported a total of two experiences.

Topic: More time spent in teaching in the classroom--listed as an experience that would have better prepared the respondent for the field of teaching

Year	No Answer	Yes	No
69-67	11	15	42
66-63	13	16	37
62-59	32	21	27

Approximately 32 per cent of the total answering this question felt that they would have been better prepared for teaching if they could have spent more time teaching in the classroom during their teaching preparation.

Topic: Course in discipline--listed as an experience that would have better prepared the respondent for the field of teaching

Year	No Answer	Yes	No
69-67	11	11	46
66-63	13	13	40
62-59	32	14	34

Only 24 per cent of the total responding to the question answered that a course in discipline would have better prepared them for the teaching profession.

Topic: Course in record keeping--listed as an experience that would have better prepared the respondent for the field of teaching

Year	No Answer	Yes	No
69-67	11	8	49
66-63	13	8	45
62-59	32	4	44

Only 12 per cent of the total responding to the question answered that a course in record keeping would have better prepared them for the teaching profession.

Topic: More group discussion--listed as an experience that would have better prepared the respondent for the field of teaching

Year	No Answer	Yes	No
69-67	11	5	52
66-63	13	4	49
62-59	32	3	45

Only 7 per cent of the total responding to this particular question felt that more group discussion would have better prepared them for the field of teaching.

Topic: More emphasis on preparation and presentation of lessons--listed as an experience that would have better prepared the respondent for the field of teaching.

Year	No Answer	Yes	No
69-67	11	3	54
66-63	13	2	51
62-59	32	1	47

Only 4 per cent of the total responding to this particular question felt that more emphasis on preparation and presentation of lessons would have better prepared them for the field.

Topic: Need for more psychology--listed as an experience that would have better prepared the respondent for the field of teaching.

Year	No Answer	Yes	No
69-67	11	3	54
66-63	13	6	47
62-59	32	0	48

Only 6 per cent of the total responding to this particular question felt that they would have been better prepared for the field of teaching had they had more psychology.

Topic: Need for more practical experience--listed as an experience that would have better prepared the respondent for the field of teaching.

Year	No Answer	Yes	No
69-67	11	3	54
66-63	13	5	48
62-59	32	4	44

Out of the 160 answering this particular question, only 18 per cent reported that they would have felt better prepared for the teaching profession had they had more practical experiences during their program.

Topic: More emphasis on special education--listed as an experience that would have better prepared the respondent for the field of teaching.

Year	No Answer	Yes	No
69-67	11	4	52
66-63	13	5	48
62-59	32	6	42

Approximately 9 per cent of the 160 that answered this question reported that they would have felt more prepared for teaching had they had more emphasis on special education.

Topic: Need for better overall instruction--listed as an experience that would have better prepared the respondent for the field of teaching.

Year	No Answer	Yes	No
69-67	11	3	54
66-63	13	3	50
62-59	32	3	45

A total of 5 per cent of those answering this question felt that there was a need for better overall instruction.

Topic: Total number of major assets of program

Year	No Answer	1	2	3	4
69-67	10	36	18	3	1
66-63	13	29	14	7	3
62-59	36	26	12	3	3

Out of 216 returned questionnaires, a total of 157 responded to this particular question. Approximately 57 per cent of the total responding reported a total of one asset of their program; another 28 per cent reported a total of two assets.

Topic: Observation and student teaching--listed as an asset of the program.

Year	No Answer	Yes	No
69-67	10	38	20
66-63	13	30	23
62-59	36	15	29

Approximately 52 per cent of those answering this question listed observation and student teaching as an asset of the program.

Topic: Quality of teaching--listed as an asset of the program.

Year	No Answer	Yes	No
69-67	10	17	41
66-63	13	21	32
62-59	36	17	27

Only 35 per cent of those answering this question listed the quality of teaching as being an asset of their program.

Topic: Quality of counseling--listed as an asset of the program.

Year	No Answer	Yes	No
69-67	10	1	57
66-63	13	4	49
62-59	36	0	44

Only 3 per cent of the total answering this question listed quality of counseling as being an asset of their program.

Topic: Well balanced curriculum--listed as an asset of the program

Year	No Answer	Yes	No
69-67	10	3	55
66-63	13	7	46
62-59	36	2	42

Approximately 8 per cent listed a well balanced curriculum as being a major asset of the program.

Topic: Relationship between faculty and students--listed as being an asset of the program

Year	No Answer	Yes	No
69-67	10	2	56
66-63	13	1	52
62-59	36	4	40

Only 4 per cent of the total answering this question saw the relationship between faculty and students as being an asset to their program.

Topic: Particular course such as art, math, science, etc.--listed as an asset of the program.

Year	No Answer	Yes	No
69-67	10	4	54
66-63	13	3	50
62-59	36	5	39

Only 7 per cent of those answering this particular question listed a particular course as being an asset of their program.

Topic: Total number of major weaknesses of program

Year	No Answer	1	2	3	4
69-67	20	29	9	6	4
66-63	24	24	14	3	1
62-59	42	19	10	7	2

Out of 216 returned questionnaires, a total of 130 responded to this particular question. Approximately 55 per cent of the total responding reported a total of one weakness of their program; another 25 per cent reported a total of two weaknesses.

Topic: Not enough practical experiences--listed as a major weakness

Year	No Answer	Yes	No
69-67	21	13	34
66-63	24	8	34
62-59	43	9	28

Out of the 128 responding to this question 30 answered that they didn't feel that they had had enough practical experience; this represents about 24 per cent of the total responding.

Topic: Lack of diversity--listed as a major weakness

Year	No Answer	Yes	No
69-67	21	2	45
66-63	24	1	41
62-59	43	2	35

Approximately 4 per cent of the total responding listed lack of diversity as a major weakness of the program.

Topic: Need for course in tests and measurements

Year	No Answer	Yes	No
69-67	21	0	47
66-63	24	0	42
62-59	43	0	37

None of the respondents listed the lack of a course in tests and measurements as a major weakness in the program.

Topic: Lack of general organization in balance of curriculum

Year	No Answer	Yes	No
69-67	21	2	45
66-63	24	2	40
62-59	43	0	37

Only three per cent of the total responding listed lack of general organization in balance of curriculum as being a major weakness of the program.

Topic: Too much theory--listed as major weakness of the program.

Year	No Answer	Yes	No
69-67	21	4	43
66-63	24	0	42
62-59	43	0	37

Only 4 responded that too much theory was a weakness of the program; this represents approximately 3 per cent of the total responding to this particular question.

Topic: Need for more subject concentrated courses--listed as major weakness of the program

Year	No Answer	Yes	No
69-67	21	0	47
66-63	24	4	38
62-59	43	2	35

Approximately 5 per cent of the total responding to this question felt that there was a need for more subject concentrated courses.

Topic: Need for better instructors--listed as major weakness of the program

Year	No Answer	Yes	No
69-67	21	5	42
66-63	24	5	37
62-59	43	5	32

Out of 216 questionnaires returned, a total of 128 responded to this question. Approximately 12 per cent felt that there was a need for better instructors in the program.

Topic: Too many semesters of music or art--listed as major weakness of the program

Year	No Answer	Yes	No
69-67	21	1	46
66-63	24	1	41
62-59	43	0	37

Only about 2 per cent of those responding to this question felt that there were too many semesters of music or art in the program.

Topic: Not enough emphasis on reading--listed as major weakness of the program

Year	No Answer	Yes	No
69-67	21	10	37
66-63	24	7	35
62-59	43	3	34

A total of 128 responded to this particular question. About 15 per cent of those responding felt that there had not been enough emphasis on reading in the program.

Topic: Total number of suggestions for weaknesses of the program

Year	No Answer	1	2	3	4	5	6	7	8	9
69-67	44	11	7	5	1	0	0	0	0	0
66-63	45	13	7	1	0	0	0	0	0	0
62-59	59	12	5	1	0	1	0	0	0	2

Out of 216 returned questionnaires, a total of 68 responded to this particular question. Approximately 53 per cent of the total responding made one suggestion for weaknesses in the program. Another 27 per cent listed a total of two suggestions for weaknesses in the program.

Topic: Need for a variety of different observational experiences--listed as a suggestion for weakness in the program.

Year	No Answer	Yes	No
69-67	44	7	17
66-63	44	1	20
62-59	60	0	20

Approximately 12 per cent of the total responding to this particular question suggested a need for a variety of different observational experiences as a means of improving the weaknesses of the program.

Topic: Longer student teaching--listed as a suggestion for improving weakness in the program.

Year	No Answer	Yes	No
69-67	44	0	24
66-63	44	1	21
62-59	60	1	19

Only 2 out of the 68 responding suggested a need for longer student teaching; this represents approximately 3 per cent of the total responding to this particular question.

Topic: Need for more practical experiences--listed as a suggestion for improving weaknesses in the program.

Year	No Answer	Yes	No
69-67	44	6	18
66-63	44	0	22
62-59	60	4	16

Approximately 14 per cent of those responding to this question suggested a need for more practical experience as a means of improving the program.

Topic: Need for more courses in the teaching of reading--listed as a suggestion for improving weaknesses in the program.

Year	No Answer	Yes	No
69-67	44	3	21
66-63	44	3	19
62-59	60	2	18

Approximately 8 per cent of the total responding to this particular question suggested a need for more courses in the teaching of reading as a means of improving the program.

Topic: Need for more organization within the department--listed as a suggestion for improving weaknesses in the program

Year	No Answer	Yes	No
69-67	44	0	24
66-63	44	0	22
62-59	60	0	20

None of those responding to this question suggested a need for more organization within the department.

Topic: Need for course in use of audio-visual equipment--listed as a suggestion for improving weaknesses in the program

Year	No Answer	Yes	No
69-67	44	3	21
66-63	44	0	22
62-59	60	0	20

Approximately 4 per cent of those responding to this question listed a need for a course in the use of audio-visual equipment as a suggestion for improving weaknesses in the program.

Topic: Suggested dropping one semester of music or one semester of art--listed as suggestion for improving the program

Year	No Answer	Yes	No
69-67	44	1	23
66-63	44	0	22
62-59	60	0	20

Only one respondent suggested dropping a semester of either music or art as a means of improving the program.

Topic: Less courses in senior block--listed as suggestion for improving the program.

Year	No Answer	Yes	No
69-67	44	0	24
66-63	44	0	22
62-59	60	0	20

None of those responding to this particular question suggested lessening the number of courses in the senior block as a means of improving the program.

Topic: Need for more instruction regarding discipline--listed as a suggestion for improving the program

Year	No Answer	Yes	No
69-67	44	1	23
66-63	44	1	21
62-59	60	0	20

Approximately 3 per cent of those responding to this question felt a need for more instruction regarding discipline.

Topic: Increasing the number of electives--listed as a suggestion for improving the program

Year	No Answer	Yes	No
69-67	44	0	24
66-63	44	0	22
62-59	60	1	19

Only one person of the total responding to this question suggested increasing the number of electives as a means of improving the weaknesses of the program.

Topic: Total number of reading education courses that the respondent had in his program

Year	No Answer	1	2	3	4	5	6	7	8	9
69-67	6	37	22	2	0	0	0	0	0	1
66-63	11	33	20	2	0	0	0	0	0	0
62-59	22	34	13	3	1	0	0	0	0	7

Of the 216 returned questionnaires, a total of 177 responded to this particular question. Approximately 53 per cent of the total responding reported that they had taken only one reading course in their program; another 31 per cent of those responding reported that they had taken a total of two reading courses in their program.

Topic: Value of reading courses taken during program

Year	No Answer	1	2	3	4	5	6
69-67	11	13	7	12	7	4	14
66-63	12	31	7	9	0	3	4
62-59	27	34	9	3	0	2	5

1--extremely
2--above average
3--average
4--below average
5--poor
6--no value at all

Out of the 216 returned questionnaires, a total of 166 responded to this question. Approximately 47 per cent of those responding felt that the reading courses they had taken had been extremely valuable. Another 14 per cent felt that the reading courses that they had taken were above average; an additional 14 per cent reported that the reading course that they had taken was average. Approximately 14 per cent felt that the reading courses they had been exposed to were of no value at all.

Topic: Regard teaching as a career

Year	No Answer	Yes	No
69-67	5	59	4
66-63	4	53	9
62-59	6	67	7

Approximately 89 per cent of those responding to this question regarded teaching as a career.

CONCLUSIONS AND RECOMMENDATIONS

a. Conclusions pertinent to null hypotheses

All null hypotheses were rejected with the exception of the following topics:

General agreement between objectives and assignments
Instructor's encouragement for you to seek help when necessary
Instructor's regard for viewpoints different from his own
Stimulation of classes
Agreement between course titles and actual course content
Relevance for classroom teachers
Quality of instruction
Appropriateness of curriculum
Opportunity for small group discussions
Experience in various types of planning
Experience in record keeping
Opportunity for personal counseling
Quality of counseling received

There were no significant differences among observed and expected frequencies between the specified year divisions in the above topics.

In all the significant cases the most recent graduates surveyed (69-67) had the most favorable comments with one exception where the earlier graduates (66-63) had the most favorable comments. The graduates of 1966-1963 were more favorable toward the effectiveness of lectures. The writer will not attempt to account for this fact since the writer had expected the most favorable comments to come from the earlier graduates. Perhaps this would seem to indicate an over-all improved program. The earlier graduates apparently showed no effects of nostalgia while reacting to their program.

b. Conclusions pertinent to other findings

Since the total return percentage was 42 per cent, the percentage falls within the limits set by the writer. It is possible that the results could have been affected had all of the questionnaires been returned.

Even though the percentage of return was not as high as might have been desired, the return from each year division was sufficiently representative to warrant careful examination.

The writer would conclude that when determining what method to use for interviewing or contacting respondents in a follow-up study such as this one, the response rates of mail questionnaires should carefully be considered. Because a large percentage of the respondents are presently residing in other states as well as abroad, it would have been most impractical to select the face-to-face interview as the method for contacting respondents. A follow-up to the initial mailing of the questionnaire is strongly recommended. Only 34 per cent of the total returned questionnaires were returned prior to a follow-up. Often more than one follow-up would be suggested if the response rate is poor. Had it been possible financially, telephone calls would have been employed as a final follow-up. Also, the time element must be considered when attempting to telephone several hundred respondents.

In all findings other than those used in rejecting the null hypotheses, there was not too much difference by year in the findings. The findings would indicate that there is a definite trend toward continuing education after receiving a baccalaureate degree in education. A total of 54 per cent had done additional work beyond receiving their baccalaureate degree. This percentage is considered significant considering the fact that of the total responding about 32 per cent graduated recently (69-67). Since these graduates (69-67) have only been out of school a short time, they would not be expected to have done as much additional work as earlier graduates. Only a total of two of the 214 responding to this particular

question had done work beyond the master's level. A total of 45 per cent of those responding to this particular question reported that they had done no additional work after receiving their baccalaureate degree.

Out of the 215 responding to the question regarding present location of residence, 80 per cent are living in the states of Kentucky and Indiana. Approximately 68 per cent of the graduates are still residents of Kentucky. University of Louisville appears to be retaining its graduating teachers for Kentucky in spite of the fact that other states pay higher salaries to teachers. Since most all of the respondents were women, their mobility would be affected by the residential desires of their spouses. Male respondents represented only 4 per cent of the total return; a total of 10 of 216 returned questionnaires were from men. Approximately 10 per cent of the respondents reported that they were not married. The writer would, therefore, conclude that elementary education graduates tend to marry rather then remain single.

Approximately 71 per cent of those answering the question about present occupation have remained in the teaching field. Another 21 per cent responded that they are presently occupied as housewives. Only 7 per cent reported that they were presently employed out of the teaching field. The writer would, therefore, conclude that a significant percentage of the graduates have remained within the profession of teaching. Approximately 92 per cent of the graduates responding taught immediately after graduation.

Of the 196 responding to the question of courses that were of the most benefit, about 52 per cent listed a total of two courses. Another 25 per cent listed a total of three courses that were considered to be of the most benefit. Approximately 36 per cent of those responding to this

particular question listed student teaching as being of most benefit. About 26 per cent of the total responding listed children's literature as being of most benefit. Approximately 33 per cent of the total responding listed reading as being of most benefit.

Of the 140 responding to the question of courses that were of least benefit, approximately 42 per cent listed only one course. Another 31 per cent listed a total of two courses as being of least benefit. Approximately 14 per cent listed science as being of least benefit. Music was listed as being of least benefit by 30 per cent of those responding to the question.

Of those responding to the question of courses that were of most benefit, about 27 per cent listed math. However, of those responding to the question of courses that were of least benefit, about 26 per cent listed math. The more recent graduates listed math as being of most benefit more often than the earlier graduates. This also held true in the case of the more recent graduates listing math as being of least benefit.

Of those responding to the question of courses that were of most benefit, about 33 per cent listed reading. However, of those responding to the question of courses that were of least benefit, 25 per cent listed reading. The earlier graduates listed reading more often than the more recent graduates as being of most benefit. However, the more recent graduates listed reading as being of least benefit more often than the earlier graduates. About 14 per cent of those answering the question on the value of reading courses responded that they felt that the reading courses had been of no benefit at all. Of those reporting this, the more recent graduates were outstandingly significant in this feeling. However, about 47 per cent answering this question felt that the courses they had taken were extremely

valuable; again the earlier graduates were more complimentary while the most recent graduates were not.

The writer feels that it is significant that approximately 56 per cent of those responding to the question on number of courses that could be eliminated did not suggest any courses that should or could be eliminated from the program. This was almost evenly distributed over the year divisions.

The difference, if any, in personnel and in structure of course work in those areas of instruction and methods that have shown significant change between the years should be investigated.

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APPENDIX

UNIVERSITY OF LOUISVILLE
LOUISVILLE, KENTUCKY 40208

SCHOOL OF EDUCATION BELKNAP CAMPUS

Dear Graduate:

We are eager in your School of Education to improve our programs and services. As a graduate in elementary education during the past ten years, you are in the best position to give us relevant information to implement this. Since you have been using your education in your life's work you know what has been most helpful to you.

Our questionnaire has been edited and cut. It includes places for your name and address as well as much personal information. Our motivation is twofold: (1) to know you better and thus better meet your needs, and (2) to keep in touch with you.

Will you please give us a few minutes now and complete this questionnaire? It is vital to our progress as a school. For your convenience a self-addressed envelope is enclosed.

Sincerely,

F. Randall Powers

F. Randall Powers
Dean of the School of Education

FRP:bb

Enclosure

UNIVERSITY OF LOUISVILLE
School of Education

Mr.
Miss
Mrs. _____ Date _____
Last First Middle Maiden

Current Address _____
Street City State Zip Code Telephone

Permanent
Mailing Address _____
Street City State Zip Code Telephone

Please notify us of any change in name or address or telephone number.

Social Security No. _____ Age _____ Height _____ Weight _____

Single _____ Married _____ Divorced _____ Widowed _____

No. of Children _____ Age of Sons _____ Age of Daughters _____

Spouse: Name _____ Age _____
Present
Education _____ Occupation _____

Education Colleges Attended	Dates of Attendance	Major/Minor	Degree Granted	Date Month/Year
U. of Louisville				

Other Education _____

Your Present Occupation _____

Did you teach immediately upon graduation from college? YES NO

How many years have you taught? _____ What grades have you taught? _____

What positions, if any, other than teaching have you held? _____

_____

List the professional organizations of which you are a member: _____

_____

Have you or do you hold offices in any of the above listed organizations? If yes, please specify: _____

_____

Please read through the following items and evaluate them according to how you feel the University of Louisville programs have met your needs. Mark each statement in the left margin according to the following code:

A - Superior	(100-80%)
B - Good	(80-60%)
C - Average	(60-40%)
D - Questionable	(40-20%)
F - Unsatisfactory	(20- 0%)
X - Unknown	

GENERAL EDUCATION COURSE WORK:

_____ General clearness of major objectives
_____ General agreement between objectives and assignments
_____ Clear organization of class presentations
_____ Clear explanations of important ideas
_____ Instructors' encouragement for you to seek help when necessary
_____ Usage of class time for instruction purposes
_____ Instructors' regard for viewpoints different from his own
_____ Stimulation of classes
_____ Fairness of class grades
_____ Agreement between course titles and actual course content
_____ Relevance for classroom teachers

PROFESSIONAL EDUCATIONAL EXPERIENCES:

_____ Opportunity for practical experience
_____ Organization of program (smooth sequence of courses)
_____ Quality of instruction
_____ Appropriateness of curriculum (subject matter)
_____ Effectiveness of lectures
_____ Effectiveness of class discussions
_____ Opportunity for small group discussions
_____ Experience in various types of planning (daily, short range, long range)
_____ Experience in record keeping
_____ Laboratory experiences (observation semester)
_____ Quality of advisement for course work
_____ Opportunity for personal counseling
_____ Quality of counseling received

STUDENT TEACHING:

_____ Overall value of student teaching
_____ Quality of supervision received from supervising teacher
_____ Quality of supervision received from university supervisor or coordinator
_____ Adequate time spent teaching within the classroom
_____ Relationship with supervising teacher
_____ Relationship with university coordinator
_____ Relationship with students
_____ Opportunities to work with and become familiar with classroom records
_____ Helpfulness of supervising conferences
_____ On-campus seminars
_____ Value of a full semester of all day student teaching
_____ Your ability to handle discipline problems
_____ Your preparedness for student teaching

What course(s) have you found to be of most benefit to you? _____

_____

_____

List the professional education courses that were of least benefit to you:

_____

_____

In your opinion do you feel that there are courses that should or could be eliminated? If yes, please list such courses and explain. _____

_____

_____

Do you feel that you had enough elective courses? YES _____ NO _____

Do you feel that there was undue overlapping or duplication involved in your education courses? _____ If your answer was yes, please explain.

_____

_____

What experiences would have better prepared you for the field? _____

_____

_____

What do you see as the major assets of the program at the University of Louisville?

_____

_____

_____

_____

What do you see as the major weaknesses of the program at the University of Louisville?

_____

_____

_____

_____

What suggestions would you make for improving these weaknesses? _____

_____

_____

_____

Rate the following procedures in the order of which benefitted you the most, etc. Please use A for best, B for next best, etc.

_____ class discussion
_____ discussion groups
_____ lectures
_____ micro-teaching
_____ role playing
_____ simulation
_____ others/list: _____
_____

Number of formal courses in reading education _____ Please list the courses:

_____

_____

In terms of your present functioning how valuable was the course or were the courses that you took in reading? _____

_____

What have been your strengths in the profession? _____

_____

_____

What do you see as your weaknesses in the profession? _____

_____

_____

Do you regard teaching as a career? _____

ANY ADDITIONAL COMMENTS: _____

_____

_____

_____

_____

_____

FOLLOW-UP TO QUESTIONNAIRE

POST CARD

Dear Graduate:

Within the last two months you have received a questionnaire from your School of Education at the University of Louisville. Many of these have been returned, and we have begun to compile data which will be used to help us become a better educational institution. However, we have not yet received your completed questionnaire which is vital for completion of our study.

If your questionnaire has been misplaced, please feel free to ask for another by either writing the School of Education or calling 636-4905.

Thomas S. Jeffries
Associate Dean

Column	Card Code
1	Card Number (1 or 2)
2-4	Identification Number (001 to 699)
5-6	Year of Graduation A-69 D-66 G-63 J-60 B-68 E-65 H-62 K-59 C-67 F-64 I-61
7	Female (1) or Male (2)
8	Returned questionnaire after follow-up 1-Yes 2-No--returned prior
9-10	Leave blank (for additional data)
11-12	Present location by state 01-Kentucky 12-New Mexico 02-Indiana 13-New York 03-Illinois 14-North Carolina 04-Ohio 15-South Carolina 05-Arkansas 16-Pennsylvania 06-Delaware 17-Texas 07-Florida 18-Washington, D.C. 08-Georgia 19-Virginia 09-Louisiana 20-West Virginia 10-Michigan 21-Other 11-Missouri
13-14	Years of age (write in number of years old)
15	Marital Status 1-Single 2-Married 3-Divorced 4-Widowed
16	Number of Children 1-1 6-6 2-2 7-7 3-3 8-8 or more 4-4 9-None 5-5
17	Education of Spouse 1-less than or equal to 11 years 2-12 years or high school 3-13-16 years 4-more than 16 years 5-No spouse

Column	
18	SES: Present Occupation of Spouse 1-Professional 2-Managerial 3-Clerical and Sales 4-Service Occupations 5-Agricultural Occupations 6-Skilled Occupations (techical) example: mechanics 7-Semiskilled 8-Unskilled 9-Unemployed
19	Education: University of Louisville (bachelor's degree) 1-B.A. in Education 2-B.S. in Education
20-21	Work Beyond 1-Further work--no master's indicated 2-Equivalency Certificate 3-M.A. 4-M.Ed. 5-M.S. 6-Further work beyond master's--no degree indicated 7-C.A.S.E. 8-Ed.D. 9-Ph.D. 10-None
22	Occupation 1-Elementary Teacher 2-Elementary Counselor 3-Elementary Librarian 4-Kindergarten Teacher 5-Special Education Teacher 6-Social Work 7-Housewife 8-Substitute Teacher 9-Other
23	Teach immediately after college 1-Yes 2-No
24	Years Taught 1-less than two 2-less than three 3-less than four 4-less than five 5-less than six 6-less than seven 7-less than eight 8-more than or equal to eight 9-None

Column	
25	Grades Taught 1-Kindergarten through 1 2-2nd through 3rd 3-4th through 6th 4-All elementary grades 5-Junior high (7-9) 6-Special Education 7-Other 8-None
26-27	Positions other than teaching 01-None 02-Library Work 03-Social Work 04-Sales Work 05-Teacher's Aide 06-Office Work 07-Other
28	Number of Professional Organizations 1-1 4-4 7-7 2-2 5-5 8-8 3-3 6-6 9-None
29	Number of offices in the above organizations 1-1 4-4 7-7 2-2 5-5 8-8 3-3 6-6 9-None
30 through 66	General Education Course Work: (30-40) Professional Education Experiences: (41-53) Student Teaching: (54-66) 1-A Superior 2-B Good 3-C Average 4-D Questionable 5-F Unsatisfactory 6-X Unknown
67-68	Courses of most benefit: (record number of courses listed) 01-1 06-6 11-11 02-2 07-7 etc. 03-3 08-8 04-4 09-9 05-5 10-10

Column	
69	Courses of most benefit: (continued) Listed Student Teaching 1-Yes 2-No
70	Listed Human Growth and Development 1-Yes 2-No
71	Listed Children's Literature 1-Yes 2-No
72	Listed Math 1-Yes 2-No
73	Listed Science 1-Yes 2-No
74	Listed Music 1-Yes 2-No
75	Listed Art 1-Yes 2-No
76	Listed Physical Education 1-Yes 2-No
77	Listed Social Studies 1-Yes 2-No
78	Listed Reading 1-Yes 2-No
79	Listed Early Childhood 1-Yes 2-No
80	Listed Special Education 1-Yes 2-No

Column	
	Only 80 columns on each IBM sheet Go to second sheet
2-7	will be the same as on the first sheet for identification purposes
8	Listed Nutrition 1-Yes 2-No
9	Listed Courses other than those mentioned 1-Yes 2-No
10-11	Courses of least benefit: (record number of courses listed) 01-1 06-6 11-11 02-2 07-7 etc. 03-3 08-8 04-4 09-9 05-5 10-10
12	Courses of least benefit: (continued) Listed Student Teaching 1-Yes 2-No
13	Listed Human Growth and Development 1-Yes 2-No
14	Listed Children's Literature 1-Yes 2-No
15	Listed Math 1-Yes 2-No
16	Listed Science 1-Yes 2-No
17	Listed Music 1-Yes 2-No

Column	
18	Listed Art 1-Yes 2-No
19	Listed Physical Education 1-Yes 2-No
20	Listed Social Studies 1-Yes 2-No
21	Listed Reading 1-Yes 2-No
22	Listed Early Childhood 1-Yes 2-No
23	Listed Special Education 1-Yes 2-No
24	Listed Nutrition 1-Yes 2-No
25	Listed Courses other than those mentioned 1-Yes 2-No
26	Courses that should or could be eliminated 1-Yes 2-No
27	Number suggested eliminating 1-1 6-6 2-2 7-7 3-3 8-8 4-4 9-None 5-5
28	Enough elective courses? 1-Yes 2-No

Column	
29	Undue overlapping? 1-Yes 2-No
30-31	Experiences that would have better prepared you for the field: (record number) 01-1 06-6 11-11 02-2 07-7 etc. 03-3 08-8 04-4 09-9 05-5 10-10
32	Experiences that would have better prepared you for the field: (continued) Listed more opportunity for observation 1-Yes 2-No
33	Listed more time spent in teaching in the classroom 1-Yes 2-No
34	Listed course in discipline 1-Yes 2-No
35	Listed course in record keeping 1-Yes 2-No
36	Listed more group discussion 1-Yes 2-No
37	Listed more emphasis on preparation and presentation of lessons 1-Yes 2-No
38	Listed need for more psychology 1-Yes 2-No
39	Listed need for more practical experiences 1-Yes 2-No

Column	
40	Listed more emphasis on special education 1-Yes 2-No
41	Listed need for better overall instruction 1-Yes 2-No
42	Listed something other than the above 1-Yes 2-No
43	Major assets of education program: (record number listed) 1-1 6-6 2-2 7-7 3-3 8-8 4-4 9-9 5-5
44	Major assets: (continued) Listed observation and student teaching 1-Yes 2-No
45	Listed quality of teaching (includes names of particular instructors) 1-Yes 2-No
46	Listed quality of counseling 1-Yes 2-No
47	Listed well balanced curriculum 1-Yes 2-No
48	Listed relationship between faculty and students 1-Yes 2-No
49	Listed particular course such as art, math, science, etc. 1-Yes 2-No
50	Listed something other than the above 1-Yes 2-No

Column	
51	Major weakness of education program: (record number listed) 1-1 6-6 2-2 7-7 3-3 8-8 4-4 9-9 5-5
52	Major weaknesses: (continued) Listed not enough practical experiences 1-Yes 2-No
53	Listed lack of diversity 1-Yes 2-No
54	Listed need for course in tests and measurements 1-Yes 2-No
55	Listed lack of general organization in balance of curriculum 1-Yes 2-No
56	Listed too much theory 1-Yes 2-No
57	Listed need for more subject concentrated courses 1-Yes 2-No
58	Listed need for better instructors 1-Yes 2-No
59	Listed too many semesters of music or art 1-Yes 2-No
60	Listed not enough emphasis on reading and/or reading 1-Yes 2-No
61	Listed something other than the above 1-Yes 2-No

Column	
62	Suggestions for weaknesses: (record number listed) 1-1 6-6 2-2 7-7 3-3 8-8 4-4 9-9 5-5
63	Suggestions for weaknesses: (continued) Listed need for a variety of different observational experiences 1-Yes 2-No
64	Listed need for longer student teaching 1-Yes 2-No
65	Listed need for more practical experiences 1-Yes 2-No
66	Listed need for more courses in the teaching of reading and/or phonics 1-Yes 2-No
67	Listed need for more organization within the department 1-Yes 2-No
68	Listed need for course in use of audio-visual equipment 1-Yes 2-No
69	Listed dropping one semester of music or art 1-Yes 2-No
70	Listed less courses in the senior block 1-Yes 2-No
71	Listed need for more instruction regarding discipline 1-Yes 2-No

Column	
72	Listed increasing the number of electives 1-Yes 2-No
73	Listed something other than the above 1-Yes 2-No
74	Number of reading education courses 1-1 6-6 2-2 7-7 3-3 8-8 4-4 9-None 5-5
75	How valuable were these reading courses or was the reading course? 1-Extremely 2-Above average 3-Average 4-Below average 5-Poor 6-No value at all
76	Do you regard teaching as a career? 1-Yes 2-No